SEVERE LEARNING DISCREPANCY (SLD) NEWLY NORMED TESTS

New normative test information is being provided in this document as well as a reminder of how to create test templates with the highest level of statistical accuracy.

If a discrepancy calculation is being used in order to identify whether a student meets the criterion for a specific learning disability, Vermont Department of Education Special Education Regulation 2362.2, (Evaluations: General Requirements (h)(7)(i)(A)) requires that procedures for correcting for regression toward the mean must be applied if it is not built into the test construct.

If using the Severe Learning Discrepancy Software you will need to use reliability data for both cognitive and achievement measures for the purposes of comparing one specific cognitive measure to a specific measure of achievement. The information below is a reminder to use the most reliable information provided in your test manual. Remember you are using the mean split half reliability for all ages for comparison.

Several types of reliability data may be available for the tests you use to create templates, including coefficient alpha reliability, split-half (internal consistency) reliability, test-retest reliability, alternate form reliability and inter-rater reliability. Although the boxes for entering reliability data on the test templates are labeled "Split-Half Reliability", other types of reliability data may be used. To create test templates with the highest possible level of statistical accuracy, the following priorities for selecting among test reliability statistics are recommended:

FIRST CHOICE:	**Split Half (Internal Consistency)**
SECOND CHOICE:	**Test-Retest Reliability**
THIRD CHOICE:	**Coefficient Alpha Reliability**
FOURTH CHOICE:	**Alternate Form Reliability**
NOT RECOMMENDED:	**Inter-rater Reliability**

TEST CLUSTERS LISTED IN ALL CAPITALS MEET BEST PRACTICE RECOMMENDA- TIONS FOR SLECTING TESTS TO USE IN ELIGIBIITY DETERMINATION.

Be sure to report the skill area you are assessing. Broad scores mask specific skill area performance. For example, on the Woodcock Johnson Tests of Achievement, if the score combines skill areas such as the Broad Reading Score, which combines basic reading and reading comprehension, the cluster score for BASIC READING and the cluster score for READING COMPREHENSION would be used for reporting severe discrepancy.

The table that follows provides much of the statistical information you will need to create additional test templates for your SLD program. Please note the following:

- These tables are provided solely for the convenience of SLD program users who want to create their own test templates. They ARE NOT lists of "approved tests." Users will need to use professional judgment, and refer to best practice guidelines, to determine if a specific test or test cluster is appropriate for determining severe discrepancy. Appearance in these tables does not denote any particular level of quality or accuracy, or that the test has been officially sanctioned for use in eligibility determination.

- Reliability coefficients reported in Tables 1 and 2 represent overall reliability across all age or grade levels assessed by the test or test cluster. Reliability coefficients for specific age or grade levels may be available in the test manual and can be used to provide an additional level of accuracy for discrepancy calculations.

- All Tests have a mean of 100 and a standard deviation of 15.

Overall Reliability Statistics

	Reliability Type			
Test/Cluster	**Split-Half**	**Coef. Alpha**	**Test-Retest**	**Alt-Form**
Wechsler Adult Intelligence Scale—Fourth Edition WAIS-IV				
Full Scale IQ (FSIQ)	.98			
Verbal Comprehension Index (VCI)	.96			
Perceptual Reasoning Index (PRI)	.95			
General Ability Index (GAI)	.97			
Wechsler Abbreviated Test of Intelligence (WASI)				
Verbal IQ (VIQ)	.96			
Performance IQ (PIQ)	.96			
Full Scale IQ-4 (FSIQ-4)	.98			
Full Scale IQ-2 (FSIQ-2)	.96			
Woodcock Johnson III Tests of Cognitive Abilities NU				
General Intellectual Ability-Ext	.98			
General Intellectual Ability-Std	.97			

Achievement Tests

	Reliability Type			
Test/Cluster	**Split-Half**	**Coef. Alpha**	**Test-Retest**	**Alt-Form**
Test of Reading Comprehension-Four (TORC-4)				
READING COMPREHENSION COMPOSITE		.98		
TEST OF WRITTEN LANGUAGE FOUR (TOWL-4)				
OVERALL WRITING			.95	
Spontaneous Writing			.83	
Contrived Writing			.95	
Woodcock-Johnson III Tests of Achievement NU				
Oral Language	.87			
ORAL EXPRESSION	.85			
LISTENING COMPREHENSION	.89			
Broad Reading	.96			
BASIC READING	.95			
READING COMPREHENSION	.92			
Broad Math	.95			
MATH CALCULATION	.91			
MATH REASONING	.95			
BROAD WRITING	.92			
WRITTEN EXPRESSION	.85			
Basic writing skills	.94			

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